

ST ANDREWS MIDDLE

1231 Bluefield Rd.
Columbia, SC 29210

GRADES 6-8 Middle School

ENROLLMENT 846 Students

PRINCIPAL Kenneth L. Richardson 803-731-8910

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	22	16	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

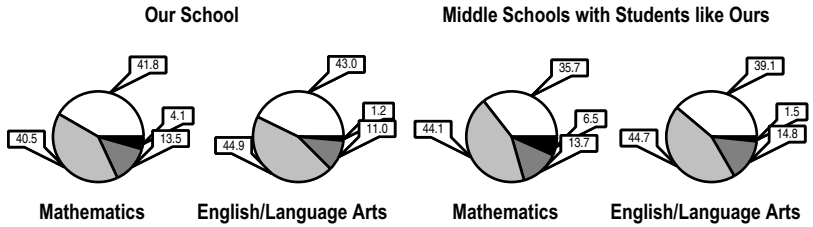
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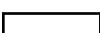
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	53	232	80
Percent satisfied with learning environment	69.8%	59.2%	70.9%
Percent satisfied with social and physical environment	80.0%	61.4%	49.4%
Percent satisfied with home-school relations	45.3%	73.5%	61.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	821	97.4	43.0	44.9	11.0	1.2	12.2	17.6
Gender								
Male	398	96.5	48.8	43.6	7.3	0.3	7.6	17.6
Female	423	98.3	37.7	46.0	14.4	1.9	16.3	17.6
Racial/Ethnic Group								
White	33	93.9	4.2	66.7	29.2	N/A	29.2	17.6
African-American	777	97.6	44.4	44.0	10.4	1.2	11.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	100.0	40.0	50.0	10.0	N/A	10.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	723	97.6	41.4	45.4	11.9	1.3	13.2	17.6
Disabled	98	95.9	61.8	38.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	821	97.4	43.0	44.8	11.0	1.2	12.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	820	97.4	42.8	44.9	11.1	1.2	12.3	17.6
Socio-Economic Status								
Subsidized meals	514	96.7	49.2	43.3	7.0	0.5	7.5	17.6
Full-pay meals	290	98.6	31.9	47.6	18.1	2.4	20.6	17.6

Mathematics								
All students	821	99.4	41.8	40.5	13.5	4.1	17.6	15.5
Gender								
Male	398	99.0	43.5	41.7	11.6	3.3	14.9	15.5
Female	423	99.8	40.3	39.5	15.3	4.9	20.2	15.5
Racial/Ethnic Group								
White	33	100.0	23.1	42.3	23.1	11.5	34.6	15.5
African-American	777	99.4	43.0	40.0	13.2	3.7	16.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	100.0	10.0	70.0	10.0	10.0	20.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	723	99.4	39.3	41.5	14.7	4.5	19.2	15.5
Disabled	98	99.0	70.2	29.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	821	99.4	41.7	40.7	13.6	4.1	17.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	820	99.4	41.7	40.5	13.6	4.2	17.8	15.5
Socio-Economic Status								
Subsidized meals	514	99.0	44.2	41.8	11.3	2.7	14.0	15.5
Full-pay meals	290	100.0	37.1	38.6	17.5	6.8	24.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	241	N/A	34.0	41.3	20.0	4.7	24.7
	Grade 7	247	N/A	38.2	47.7	14.1	N/A	14.1
	Grade 8	232	N/A	39.8	39.4	18.6	2.2	20.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	293	95.9	37.2	46.0	14.6	2.1	16.7
	Grade 7	255	99.2	42.5	46.1	10.0	1.4	11.4
	Grade 8	273	97.4	49.4	42.5	8.2	N/A	8.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	241	N/A	35.3	41.7	18.3	4.7	23.0
	Grade 7	247	N/A	54.8	29.5	10.8	5.0	15.8
	Grade 8	232	N/A	54.4	35.0	7.5	3.1	10.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	293	99.7	33.1	40.3	20.6	6.0	26.6
	Grade 7	255	99.6	39.1	42.7	12.7	5.5	18.2
	Grade 8	273	98.9	53.6	38.7	6.8	0.9	7.7

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 846)				
Students enrolled in high school credit courses (grades 7 & 8)	40.8%	Up from 16.2%	12.1%	14.4%
Retention rate	2.5%	Down from 2.8%	3.3%	2.3%
Attendance rate	98.2%	Up from 96.2%	94.9%	95.2%
Eligible for gifted and talented	14.1%	Down from 15.0%	13.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.2%	Down from 10.6%	14.9%	14.1%
Older than usual for grade	3.7%	Up from 3.5%	5.5%	4.9%
Suspended or expelled	0.2%	Down from 0.7%	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	43.6%	Up from 42.1%	43.5%	47.1%
Continuing contract teachers	78.2%	Up from 64.9%	78.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.1%	Up from 74.0%	81.7%	84.3%
Teacher attendance rate	95.0%	Down from 95.5%	94.9%	95.0%
Average teacher salary	\$40,247	Up 1.0%	\$38,682	\$39,924
Prof. development days/teacher	13.2 days	Up from 12.2 days	10.4 days	10.7 days

School				
Principal's years at school	19.0	Up from 18.0	4.0	3.0
Student-teacher ratio	22.4 to 1	Up from 11.8 to 1	20.5 to 1	21.0 to 1
Prime instructional time	92.0%	Up from 91.1%	88.2%	88.9%
Dollars spent per pupil*	\$5,991	Down 3.3%	\$5,926	\$5,854
Percent spent on teacher salaries*	58.0%	Up from 55.8%	63.5%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	83.9%	Up from 35.2%	94.4%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Andrews Middle School continued to make significant progress during the 2002-03 school year.

One staff member was named a National Board Certified teacher. Astronaut Charles Bolden spoke at an assembly. A group of students attended the SC Junior Academy of Science workshops. Ten students participated in the district math meet; 3 won awards. Students participated in the USC Middle School Honors Choral Clinic and Richland One Honor Choral Clinic and Honor Band. We participated in USC's Talent Search program at all grades. Seventh-graders participated in the Gear-Up program on Saturdays at Benedict College.

The daily instructional program was enhanced through after-school sessions, which focused on reading, language arts, math, and science. Computer-assisted instruction is a vital component of our after-school program. The Urban League sponsors an after-school program for 6th graders. A Ravenous Readers program was begun in conjunction with Colonial Supplemental. We continue to serve students in the 21st Century Community Learning Center in conjunction with Benedict College.

Test results indicated a need to focus additional efforts on math. Accelerated math is a part of daily instruction for all students. Sixth and seventh grade students were scheduled into daily, 90-minute math classes. Grade eight will have this opportunity in 2003-04.

Because parental involvement in school activities tends to wane at the middle-school level, a Lunch Buddies and mentoring program continue. A parent-student book club that meets at lunch was established this year.

Kenneth L. Richardson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.